

Implementation and Evaluation of a Virtual Interprofessional Education Interhospital Transfer Simulation

Nam A. Nguyen, PharmD, BCPS¹; Mary Culotta, PA-C, MHS¹; Melissa Handy, MS, CCC-SLP¹; Christoph Leonhard, PhD, ABPP²; Lindsey Vigilante, MSPAS, PA-C³; Raven Jackson, PharmD, MBA¹

¹ Xavier University of Louisiana, New Orleans, LA, USA

²The Chicago School at Xavier University of Louisiana, New Orleans, LA, USA

³Misericordia University, Dallas, PA, USA



MISERICORDIA UNIVERSITY

Background

- Simulation-based experiences can effectively promote interprofessional teamwork among healthcare trainees.¹
- Virtual simulations have their limitations but also offer collaborative opportunities typically hindered by geographic location.² This collaboration allows students to interact with other healthcare professions programs beyond those offered within their own institution.
- The majority of care transitions IPE simulations have focused primarily on discharge to home with a paucity of simulations focusing on inter-facility transfers.
- As a component of the Fall 2023 IPE course at Xavier University of Louisiana (XULA) in New Orleans, LA, a virtual interhospital transfer simulation with a focus on care transitions was developed and implemented for healthcare students in collaboration with Misericordia University in Dallas, PA.

Objective

To evaluate healthcare students' perceived IPE-related competencies before and after participating in a collaborative, virtual interhospital transfer simulation.

Patient Case and Activity Description

- IPE Committee faculty members from both institutions developed a virtual IPE activity centered on care transitions for a patient (Figure 1) being transferred from an inpatient general ward to an inpatient rehabilitation hospital.

Figure 1. Patient Case

Woman admitted to Neuro ICU after MVC resulting in traumatic brain and spinal cord injuries
Lost husband from MVC

Experiencing dysphagia and weakness to her entire right side
Pain levels range between 4-7
Weight bearing restrictions (walker)

Hospital Day 4

Hospital Admission (Day 1)

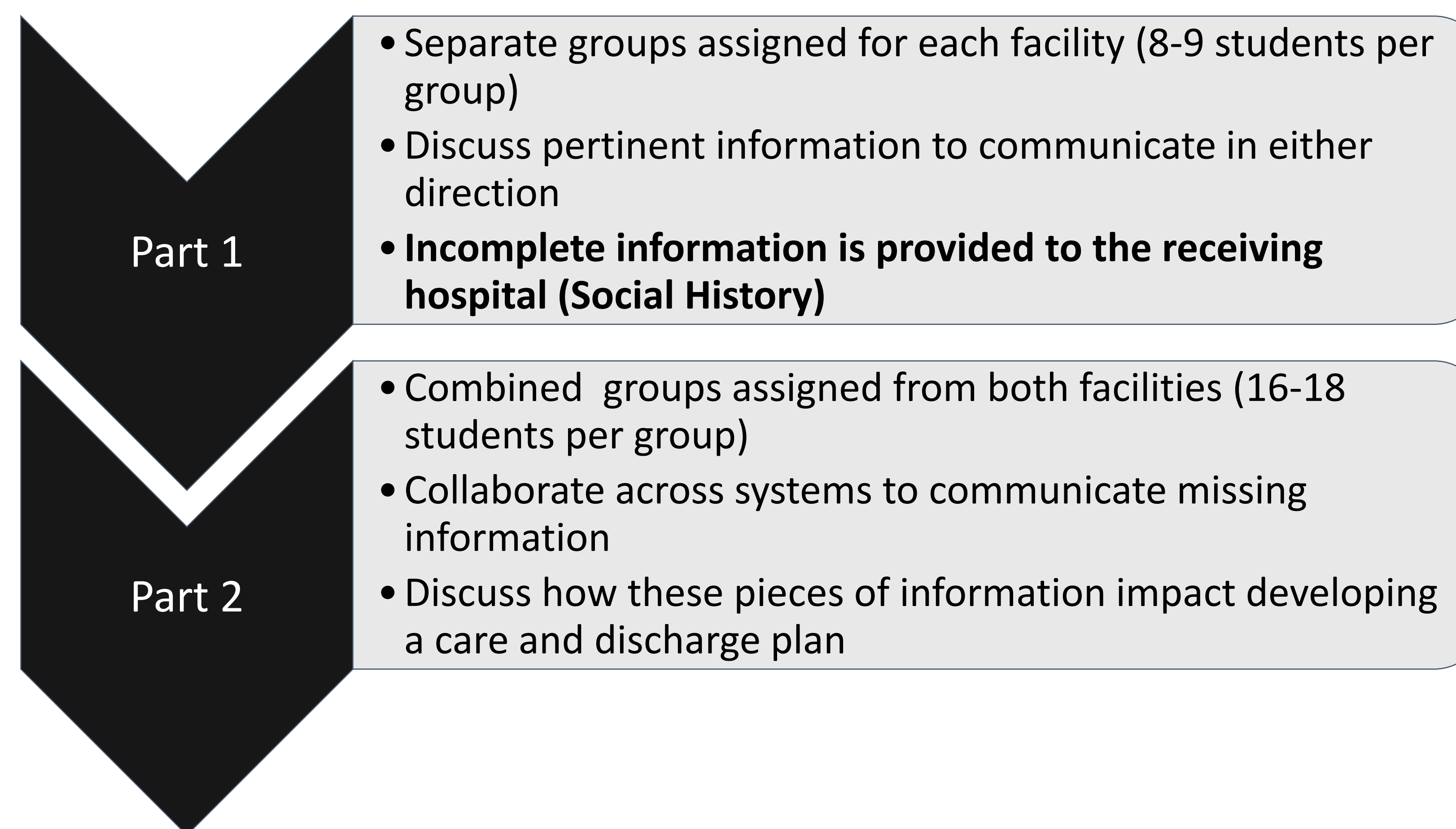
Current (Prep for Transfer to IP Rehab)

Extubated
Transferred to Neuro Step Down Unit

- Students were assigned as members of either the transferring or receiving facility's Interdisciplinary Discharge Team. Each group was assigned a student leader that received training a week prior to the simulation.
- Using virtual breakout rooms, students met with their own team as well as collaborated across systems to communicate pertinent and/or missing patient information and determine a care plan. Students would regroup in the main room after each of the two breakout sessions.

Simulation and Evaluation

Simulation Overview

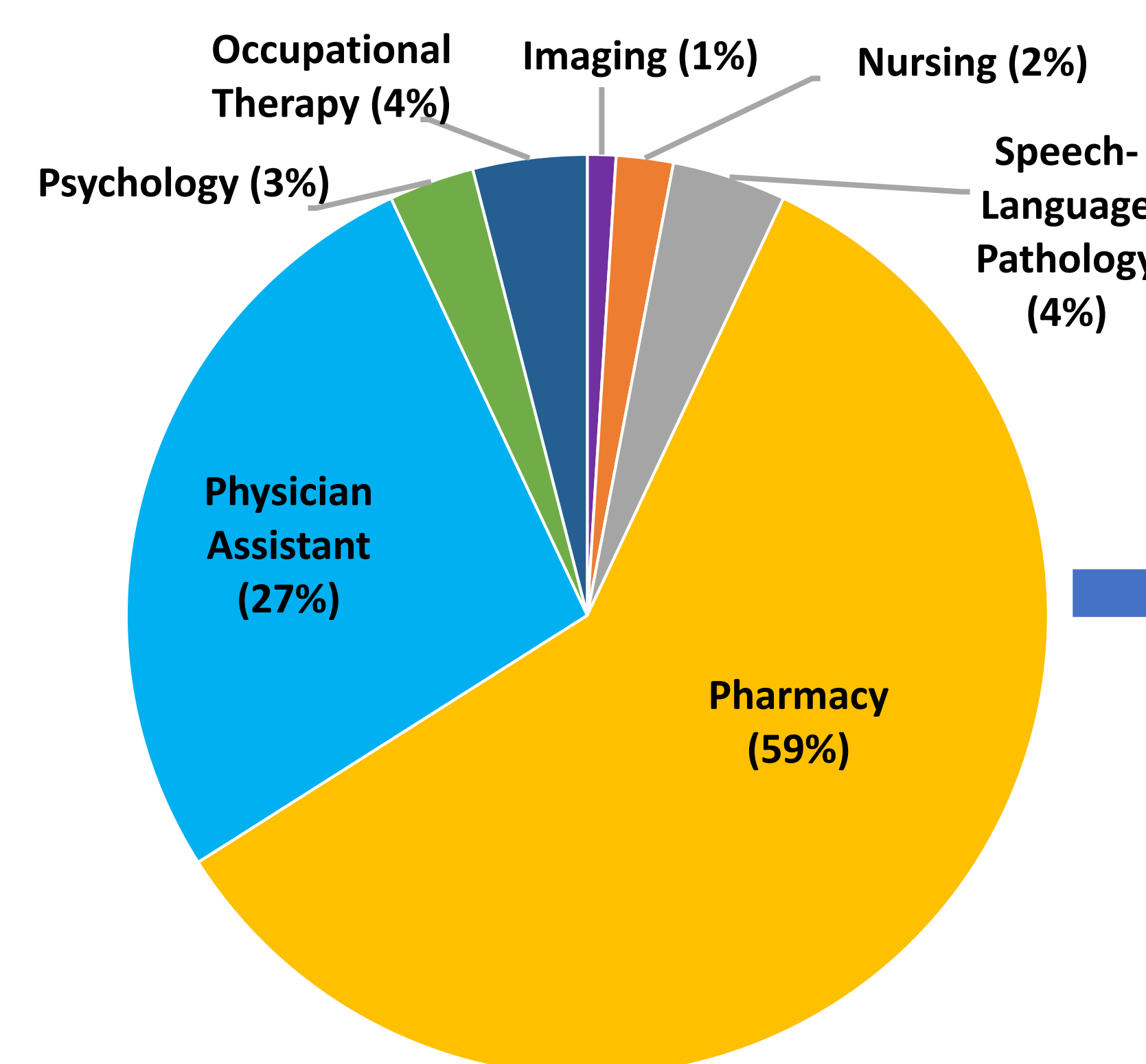


Selected items from the Interprofessional Collaborative Competencies Attainment Survey (ICCAS) were used to assess change in healthcare students' perceived interprofessional collaboration-related competencies (communication, collaboration, roles and responsibilities, conflict management/resolution, team functioning) before and after the simulation:

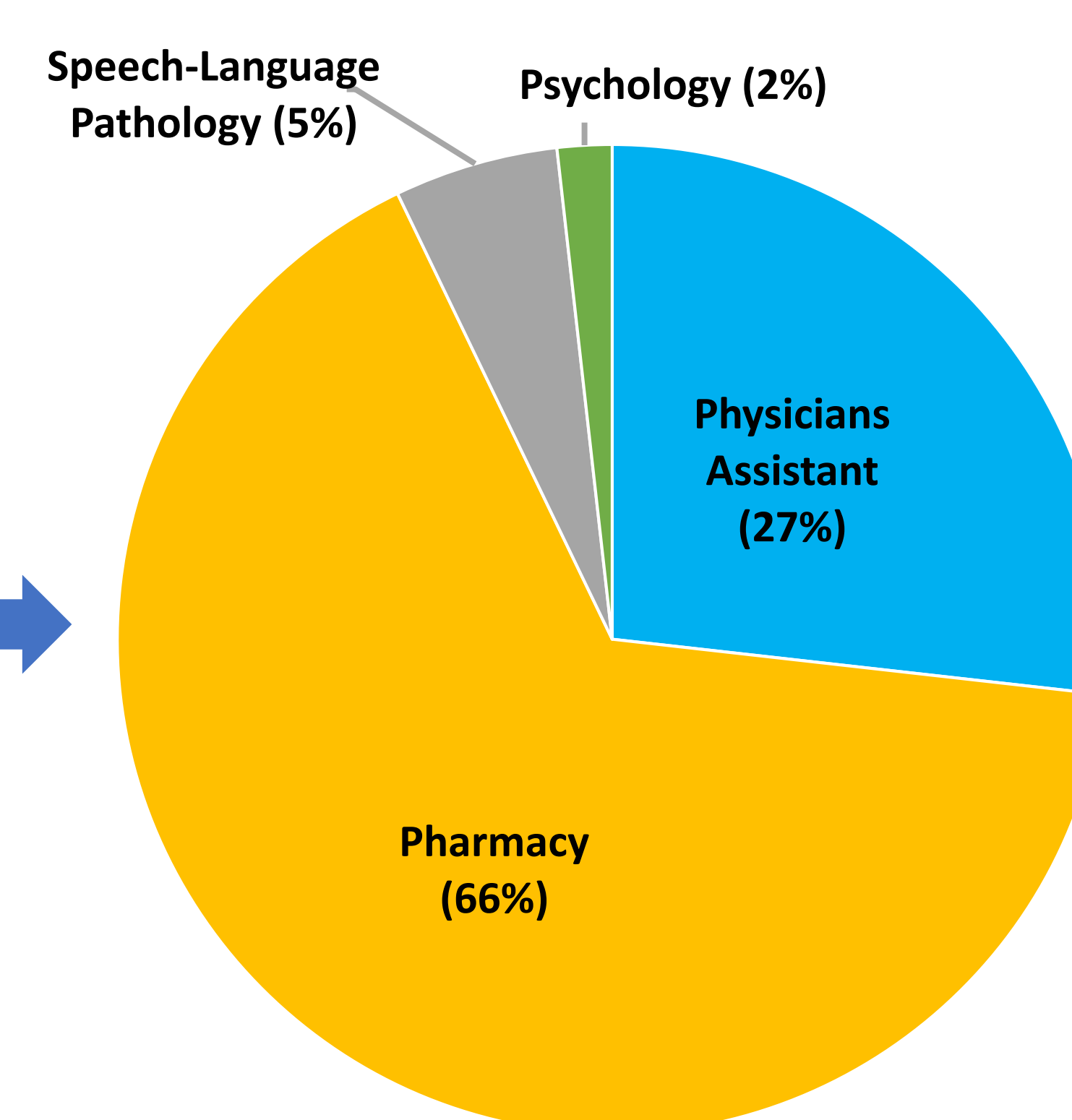
- ❖ **Pre-activity survey:** 12 items assessed upon registration
- ❖ **Post-activity survey:** 13 items assessed within 2 weeks of completing the activity

Demographics

Activity Participants by Profession (N = 137)

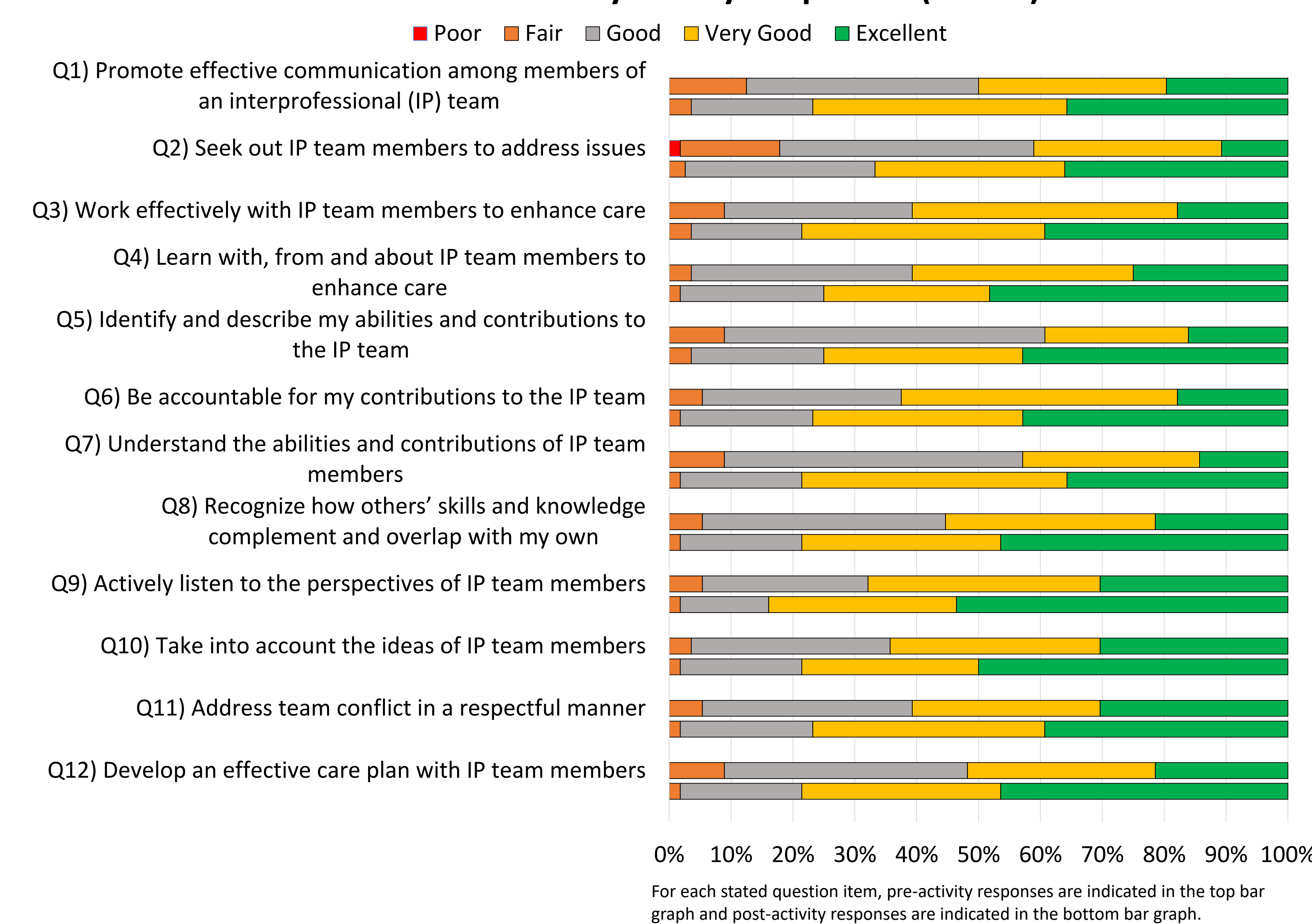


XULA Survey Participants by Profession (N = 56)



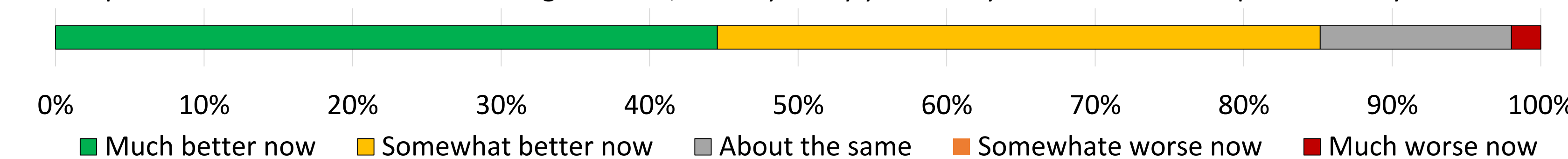
Results

Pre-Post IPE Activity Survey Responses (N = 56)



Q13) [POST-ACTIVITY ONLY]

Compared to the time before the learning activities, would you say your ability to collaborate interprofessionally is...:



Conclusion

- This interhospital transfer simulation provided healthcare students with a valuable IPE learning experience to build interprofessional collaboration confidence, knowledge of roles, and an introduction to skills associated with included professions.
- Next steps to consider:
 - ❖ Inclusion of more healthcare professions students outside of physician assistant and pharmacy training programs.
 - ❖ Expand collaboration and participation in this simulation to other universities and programs.

References

- Xavier NA, Brown MR. Interprofessional education in a simulation setting. In: *StatPearls*. StatPearls Publishing; 2024.
- Claiborne DM, Durgampudi P, Dumadag AC, et al. Health profession students' interprofessional socialization and values toward a college-based virtual interprofessional education activity. *J Allied Health*. 2023;52(4):243-249.